

Name: Willie

Date of Birth: December 7, 1983

Willie lives in a group home and attends the local school. His elderly aunt became his legal guardian when his parents passed away five years ago. Willie has athetoid cerebral palsy, which impacts his communication, manipulation, and mobility. His speech is slow and labored, and difficult to understand. He is nonambulatory and needs personal attendant care.

Willie recognizes his name, 10 sight words, and numerals 1-10. He is at the Functional level of the Arizona Academic standards. His teachers worry that he is depressed and worried about his future.

Willie is highly motivated to work and has good control of his left hand when stabilized. He understands how to sort by color and shape. His aunt, although skeptical, has heard from other guardians of students in the group home, that there are employers who will provide support and assistance for people with disabilities. She feels it would help Willie's self-confidence and esteem to be working in the community and wants to see this begin in the next year. Willie currently has several school-based jobs, such as sorting silverware in the cafeteria, and pencils and pens in the bookstore.

She has set up a trust fund for him for when she passes, to help support Willie's living arrangements. All of Willie's personal grooming and hygiene is done with assistance. When his left hand is stabilized, Willie has moderate to good control of his right hand for five to ten seconds. His occupational therapist has been working on self-feeding with specialized utensils. As he develops this skill, his self-confidence is sure to grow as his mood has been seen to improve with increased proficiency. He expresses his clothing preferences through limited speech and pointing, and makes his own decisions on this daily.

Willie loves to attend concerts and sporting events. He likes to be outdoors and has just begun to get involved in the city adaptive recreation program. Swimming is the first activity on his list to get involved in with the city program.

Student Name: _____ IEP Date: _____

Student Name Willie			Date of Meeting February 6, 2002	
Student Demographics				
DOB December 7, 1983	Age 18	Grade Ungraded	Home Language English	LEP []Y [X] N
School of Residence Likealot School	School of Attendance Likealot School	Language of Instruction English		Category of Eligibility MDSSI
Parent/Guardian Freida	Home Address 450 Hartfelt Street, #B-1, Phoenix, 85000	Home Phone (602) 555-8787		Work Phone
IEP Team Meeting Participants §300.344(a)(1-7)				
Student	Role	Name		Date
		Willie		2/6/02
	Parent/Guardian/Surrogate	Freida		2/6/02
	LEA Representative	Maxine		2/6/02
	Special Education Teacher	Hilda		2/6/02
	Regular Education Teacher	Theresa		2/6/02
	Individual to interpret the results of the evaluation			
	Agency Representative Division of Developmental Disabilities	Patsy		2/6/02
	Interpreter _____ language			
	Other Speech Pathologist	Trish		2/6/02
	Other Occupational Therapist	Phyllis		2/6/02

Student/Family preferences and interest/vision for adult life, in the areas of employment, community participation, recreation and leisure, mobility, post-secondary training and learning opportunities, and independent living (ages 14-21, or younger if appropriate).

Willie wants to obtain part-time supported employment in the community. While working, he will need the assistance of a personal attendant. He wants to continue to participate in the city adaptive recreation program. Willie also enjoys concerts, being outdoors, and sporting events. He would like to attend such events in the community. He has been working on increased independence and motor skills. Willie wants to make decisions about what he wears when he goes to work or to community functions. Willie wants to live in a supervised adult group home with the assistance of a personal attendant.

Present Levels of Educational Performance (PLEP)

Indicate where the student is performing in regards to AZ Academic Standards in the areas identified. AAC R7 2-401(e)(3) Include a description of how the student's disability affects his/her involvement and progress in the general curriculum. For preschool children, consider how the disability affects the student's participation in appropriate activities. Beginning at the age of 14, discuss where the student is currently functioning and what the student's strengths and areas of need are aligned to his or her identified post-school vision and desired outcomes.

Willie is an 18-year old male who currently functions at the Functional level of the Arizona Academic Standards. He recognizes his name, 10 sight words and numerals 1-10. He participates in school-based jobs that include sorting silverware in the cafeteria and pencils and pens in the bookstore.

Willie's communication skills include pointing to preferences and limited speech skills. Willie would benefit from an assistive technology evaluation to assess possible communication devices which could help him communicate more easily and readily. In the area of daily living skills, Willie has a personal attendant to assist with personal grooming and hygiene needs. Willie communicates to his attendant through point what he wants to wear each day. He is learning to use specialized utensils to feed himself. Willie is motivated to gain independence in the self-help areas. Willie is nonambulatory. However, he has motor control of his right hand which would allow for the use of an electric wheelchair and an augmentative communication device.

Willie enjoys music and sporting events. He likes being outdoors. Recently, Willie became involved with the city adaptive recreation program and enjoys swimming. Willie's aunt has legal guardianship currently. She would like to develop a plan for future assistance and guardianship for Willie in case something were to happen to her.

Statement of Transition Service Needs focusing on the student's courses of study, developed by the age of 14 and updated annually:
§300.347 (7)(b)(1)

Age: <u>18</u> School Year: '01-'02	Age: <u>19</u> School Year: '02-'03	Age: <u>20</u> School Year: '03-'04	Age: <u>21</u> School Year: '04-'05	Age: _____ School Year: _____
Life Skills-Daily Living	Life Skills-Daily Living	Life Skills-Daily Living	Life Skills-Daily Living	
Functional Communication	Functional Communication	Adaptive Swimming through community college	Adaptive Swimming through the community college	
Adaptive P.E.	Adaptive P.E.	Community Work Experience in city parks and recreation program	½ day Supported Employment in the community	
On-Campus Work Experience (cafeteria and bookstore)	Community Work Experience in restaurant	Self Advocacy training at the Independent Living Center		
Functional Academics – sight words, counting skills	Functional Academics – social speech and workplace skills	Functional Academics – interpersonal skills and social skills training		
Personal Care and Self Awareness Training	Functional Health			
Additional Educational Opportunities:				
Participation in Special Olympics, Horses Help, city adaptive recreation program in swimming				

Statement of Transfer of Rights at the Age of Majority §300.347(7)(c)

At least one year before reaching the age of majority (age 18 in Arizona), the student and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a student with a disability whose rights remain with a court appointed guardian).

- ☒ Yes, Date: February 1, 2001
- ☒ Guardianship legally held by other: Freida

Student Name: _____ IEP Date: _____

Statement of Needed Transition Services, developed by the age of 16 and updated annually, promoting movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation §300.347 (7)(b)(2)

Transition Services	Needs and Activities	Agency(ies) Responsible	Provider & Payer
Instruction:	*Receive instruction for functional employment and daily living skills *Complete assistive technology evaluation *Learn to use augmentative communication device in variety of settings	*Willie, School *Willie, DDD *Willie, DDD, Speech Pathologist	*School *DDD *DDD
Community Experiences:	*Participate in Special Olympics *Attend concerts and sporting events *Take classes at Horses Help	*Willie, Group Home staff *Willie, Personal Attendant *Willie	*free except transportation provided by home *Willie, DDD *Willie, aunt
Employment:	*Refer to VR to determine eligibility *Participate in community based work experiences	*Willie, DDD Support Coordinator *Willie, Special Education staff, Personal Attendant	*DDD *School
Related Services:	*Engage in conversations using augmentative communication device *Learn about potential providers for speech and occupational therapy *Apply for Social Security benefits	*Willie, Speech Pathologist *Special Education staff, aunt *Willie, aunt	*DDD *School *Aunt
Post-secondary training and Adult Living:	*Tour supervised living/adult group homes *Explore guardianship issues for later years *Conduct person-centered plan	*Willie, aunt *Aunt, Center for Disability Law *Willie, DDD Support Coordinator	*Aunt *Aunt *DDD
Daily Living (if appropriate):	*Continue work on self-feeding techniques *Meet with and interview adults with disabilities who receive residential supports.	*Willie, Occupational Therapist *Willie, Aunt, Independent Living Center	*School *Independent Living Center-there is no expense for this
Functional Vocational Evaluation (if appropriate):	*Collect functional information regarding student's vocational interests and abilities. *Participate in a situational work assessment.	*Willie, School *Willie, School	*School *School

Student Name: _____ IEP Date: _____

Agency Collaboration and Responsibilities (by age 16, or younger if appropriate)

School Year	Needed Services	Agency & Contact Person	Who will Contact & When	Timeline for Delivery of Service(s)	Results and Outcomes
'01-'02	Assistive Technology Evaluation	AT Coordinator, Southwest Human Development	DDD Support Coordinator, April '02	Summer '02	AT evaluation to determine augmentative communication needs
'01-'02	Eligibility Determination	Vocational Rehabilitation	DDD Support Coordinator, April '02	April '02	Place on waiting list for VR-ESS employment services for long term supports
'02-'03	Guardianship	Center for Disability Law	Aunt	Fall '02	Determine succeeding guardianship and trusteeship for financial needs and will
'02-'03	Independent Living Center support	Independent Living Center, Group Home staff	Aunt	Summer '03	Develop circle of friends and support system

If an agency invited to the IEP meeting was unable to attend, did the school take other steps to try to involve this agency? Describe the steps taken.

Willie's staff at the group home were invited to attend but unable to do so due to staffing issues. Ms. Frettingnow agreed to review the IEP with them and review their roles in social/recreational activities such as Special Olympics and with developing a support system.